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ABSTRACT

A study was conducted in California to explore the extent of cheating, its relationship to personal and situational factors, and the actions of school personnel to promote academic honesty and responsibility. Questionnaires were completed by 1,037 sixth-graders, 2,265 secondary school students (mostly 11th-graders), and 109 school staff members. Forty-five elementary schools and 105 high schools were sampled, representing the lowest, middle, and highest scores on the California Assessment Program's mathematics tests. The three questionnaires are presented, with a summary of responses to each item. The results indicated that the reported incidence of cheating was much higher among high school students than sixth-graders. Sixth-graders most often reported copying on tests and plagiarizing. High school students reported use of crib notes and copying during tests. About 93 percent of high school students reported seeing other students cheating on tests more than once. More cheating was reported by students from high-scoring schools, and students with lower grades cheated more. School staff reporting that cheating was a significant problem included 41 percent of secondary school staff and 3 percent in elementary schools. Appendices include the questionnaires and percentile responses. (GDC)

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ACADEMIC HONESTY

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig, Superintendent of Public Instruction
Sacramento, 1986

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ACADEMIC HONESTY

A SPECIAL STUDY OF CALIFORNIA STUDENTS

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Executive Summary

During the spring of 1985, the California State Department of Education conducted a special study of academic honesty and responsibility among California students. Questionnaires were administered to samples of elementary and secondary school students and teachers throughout California. Completed questionnaires were received from 1,037 elementary school students (all sixth graders), 2,265 secondary school students (mostly eleventh graders), and 109 school staff members. The purpose of the study was to explore the problem of cheating; the relationship of cheating to personal and situational factors, such as academic pressure, personal ethical restraints and values, and social sanctions; and the actions of teachers and other school staff to support academic honesty and responsibility.

Study Procedures

The Department selected stratified samples of elementary schools and high schools, using 1983-84 California Assessment Program (CAP) math scores as the stratifying variable. Schools were selected randomly from the lowest, middle, and highest quintiles of CAP math scores at the sixth and twelfth grade levels. In all, 45 elementary schools (15 schools per quintile) and 105 high schools (35 schools per quintile) were selected. More high schools than elementary schools were selected because previous research and experience consistently show cheating to be more widespread at the secondary level.

Each participating school was requested to administer the student questionnaire to one classroom of students (approximately 30 students) that could be considered "typical" of students at that grade level (i.e., students whose achievement level as a group is about average for the school). In addition to the student questionnaires, one school staff questionnaire was included in the mailing to each school. The purpose of the school staff questionnaire was to determine the extent to which teachers see cheating as a problem as well as how they typically handle incidents of cheating.

Major Findings

The responses to the questionnaires on an item-by-item basis are presented in the appendixes to this report. Some of the highlights of the findings are summarized below:

- The reported incidence of all types of cheating was much higher among high school students than among sixth graders.
- The most prevalent forms of cheating among the sixth grade sample were copying from another student during a test (38.6 percent say they have done this at least once) and plagiarism (41.2 percent say that they have copied something from a book and turned it in as their own work one or more times). Many fewer of these students admit to cheating with any kind of regularity. Approximately 15 percent say they have copied from another student during a test either "a few times" or "many times."
- For one of the two most prevalent types of cheating among sixth graders (copying from another student during a test), students from high-scoring schools admit to more cheating than do students from low- and middle-scoring schools. On the whole, differences in incidence of cheating between the school-level achievement groups at the sixth grade level are neither large nor consistent.
- Among the high school students, 73.5 percent say that they have used crib notes during a test one or more times. Forty-seven percent say they have done this "a few times," and 10.1 percent admit to having done it "many times." Statistics are very similar for their copying from another student during a test. Approximately 60 percent say they have done this either "a few times" or "many times."
- Approximately 93 percent of the high school students say that they have seen another student cheating on a test either "a few times" (30.3 percent) or "many times" (62.5 percent).
- At the high school level, there is a strong association between incidence of cheating and the achievement level of the school. Students from high-scoring schools admit to a greater amount of cheating than do students from low-scoring schools. For example, 60.2 percent of the students from high-scoring schools say that they have used crib notes during a test either "a few times" or "many times." The comparable figures for students from low-scoring and middle-scoring schools are 53 percent and 57.3 percent, respectively.
- In general, students with lower grades cheat more than students with higher grades. However, in schools where the overall achievement level is high, there is a much stronger association between grades and cheating than is found in low-scoring schools.
- Among secondary school staff, 40.5 percent of the sample say that cheating is "a significant problem,"

as compared with 2.8 percent of the elementary school staff. Interestingly, no respondents at either level feel that cheating is "a very serious problem."

- There is consistency overall among school-level achievement groups at the high school level in the reasons most frequently given by students for cheating: "They fail to study and prepare for tests" and "They are afraid of failing." School staff at both the elementary and secondary levels also concur that these are the most important reasons for cheating.
- By and large, schools in the sample do not have formal school policies on cheating, nor do their districts have such policies. Among high school staff, 21.6 percent indicate that their schools or districts have such a policy. None of the elementary schools has a formal policy on cheating.
- Students in the samples perceive a striking degree of acceptance of cheating by their peers. This is especially evident in the high school sample; 75.3 percent of the high school respondents say that most of their classmates would not care if a student cheated on a test. On this question, the responses are almost identical for the three school-level achievement groups.
- Although high school students see cheating as condoned by their fellow students, they are somewhat less inclined to see it as justifiable. Students were asked, "Is there ever a good reason to cheat on a test?" Overall, 42.4 percent of the high school sample said "yes"; 38.2 percent said "no"; and 19.4 percent said they were "not sure." Differences between the responses to this question by the school-level achievement groups are quite pronounced. Approximately 12 percent more students from high-scoring schools than low-scoring schools answered "yes" to the question.
- Among sixth graders, 38.9 percent say that most of their classmates would not care if a student cheated on a test. This figure is substantially smaller than the 75.3 percent figure for high school students.
- Upwards of 90 percent of students from all school-level achievement groups at both the elementary and secondary levels say that it is important to them personally to do well in school.
- More boys than girls admit to cheating. Boys also express more confidence that they know how to prepare for tests. However, more girls than boys say that it is important for them to do well in school.
- Students from high-scoring schools are somewhat less confident than students from low-scoring schools that they can get good grades if they study hard (83.6 percent as compared to 88.9 percent in the high school sample). High school students overall are less confident than sixth graders about their ability to prepare for tests and to get good grades if they study hard.
- Approximately 13 percent fewer high school students from high-scoring schools (65.2 percent) than students from low-scoring schools (78.3 percent) say that they see tests as one way to find out what they have learned.

It seems probable that cheating could be reduced through practical steps to reduce the temptation to cheat as well as through clear and consistent policies for responding to incidents of cheating. Although it is unlikely that cheating could ever be eliminated, some steps can be taken at the district, school, and classroom levels to reduce cheating and to encourage academic honesty and responsibility among students.

I. Introduction

How widespread is cheating by students in elementary and secondary schools in California? Is cheating a common response to pressure for grades when the odds of getting caught are small? What are students' attitudes and values regarding tests, homework, and success in school?

Purpose of the Study

During the spring of 1985, the California State Department of Education's Special Studies and Evaluation Reports unit conducted a special study to explore the issues cited above. Questionnaires on academic honesty and responsibility were administered to samples of elementary and secondary school students throughout California. Completed questionnaires were received from 1,037 elementary school students (all sixth graders), 2,265 secondary school students (mostly eleventh graders), and 109 school staff members. The purpose of the study was to explore aspects of academic honesty and responsibility; the relationship of cheating to personal and situational factors, such as academic pressure, personal ethical restraints and values, and social sanctions; and the actions of teachers and other school staff to support academic honesty and responsibility.

The issue of cheating on tests comes up in the news media from time to time, usually in relation to specific incidents that are presented in a scandalous tone. What is not known is the extent to which cheating is an ongoing problem in California public schools. The topic is of particular interest currently because issues related to student character, citizenship, effort, and responsibility are central aspects of educational reform and important concomitants of improved curriculum and instruction. Because cheating is widespread, it would be helpful to understand more about contributing factors and circumstances as well as what schools can do to discourage cheating and encourage responsibility.

The study encompassed more than the dimension of cheating. Students were asked a variety of questions about how they perceive tests, homework, and grades—whether, for example, they feel that it is important to them to do well in school, whether they feel they know how to prepare for tests, whether they see some value in homework, and whether they believe that they can get good grades if they study hard. The questionnaires (see the appendixes) were designed to assess the students' feelings of responsibility for schoolwork as well as their honesty.

Some Previous Research and Perspectives on Cheating

The phenomenon of cheating by elementary school, secondary school, and college students has been frequently documented and analyzed in the research literature. Hartshorne and May (1928) found that nearly all students cheat sometime and that efforts at values or character education have little impact on cheating when the temptation is great. Cheating is a matter of concern because studies have consistently found it to be widespread and practiced by students from all socioeconomic and academic levels. The most obvious methodological weakness in research on this topic is the heavy reliance on data reported by the students themselves. However, some studies have included cleverly disguised methods of detecting cheating, and the results tend to corroborate the student-reported data.

Cheating begins early in the school years. According to one summary of the research (Houser, 1982), 22 percent of students cheat as early as the first grade. By the end of the eighth grade, 49 percent of students say that they have cheated at least once.

In two related studies (Schab, 1980a) which compared samples of Georgia high school students in 1969 and 1979, the incidence of cheating increased over time, particularly among college-bound students. The overall incidence of student-reported cheating increased from about one-fifth to one-third. Among students planning to go to college, there was an increase from 16.8 percent to 27.6 percent, and among those not going to college there was an increase of 19.1 percent to 32.8 percent. Given the statement, "sometimes it is necessary to be dishonest," students were asked to agree or disagree. Over the period from 1969 to 1979, the number of college-bound students who agreed with the statement rose by 32 percent, from 30.4 percent to 62.4 percent. The non-college-bound students' affirmative responses also increased during this period, from 39.4 to 66.7 percent. Schab partially blames the rise in cheating on the spread of pessimism among youth and on the increasing public awareness of political and business scandals.

Some of the most extensive research on cheating has been conducted in college and university settings. Studies were recently conducted at both Stanford University and the University of California. Stanford, with its honor code, has taken a special interest in the subject and has conducted student surveys several

times over the past 25 years. The responses have been fairly similar over this time span.

It is instructive to note that whatever trends might be ascertained over recent decades, the phenomenon of cheating has been documented throughout history. One study (Bushway and Nash, 1977, p. 623, citing from W. W. Brickman, "Ethics, Examinations, and Education," *School and Society,* Vol. 27 [1928], 764) reports that "during the civil service examinations in ancient China tests were given in individual cubicles to prevent examinees from looking at the test papers of others, that examinees were searched for notes before they entered the cubicles, that the death penalty was in effect for both examinees and examiners if anyone was found guilty of cheating; but cheating still occurred."

Research also indicates that males show a tendency to cheat more often than females (Schab, 1980b). Males may cheat more often due to higher expectations to achieve (Newhouse, 1982) or because males are more inclined to be risk-takers.

At a symposium on cheating ("Symposium on Cheating," *Today's Education,* 1980), educators and researchers analyzed why students cheat. Lack of confidence was seen as a common characteristic among cheaters, even among highly motivated, successful students. The high achiever often feels pressured by parents, teachers, and his or her own internalized aspirations to attain ever-higher standards (and grades), while the low-achieving student's need to cheat often reflects a strategy for competing in a school environment where the student feels unsuccessful.

An examination of cheating is a study of risks. Students from all academic and economic levels cheat more frequently under low-risk conditions, when there is little likelihood of their getting caught (Leming, 1978, 1980). Barnett and Dalton (1981) found no relationship between academic ability and cheating except in high-risk situations, when the higher-ability students cheated less (ostensibly because they were quicker to recognize the risks involved). Cheating is often encouraged by crowding and other classroom conditions which create a "low-risk" situation.

A study by Hardy (1981) demonstrated that pressures to succeed often overcome moral restraints. Hardy found that poorly motivated students cheated to retain their position in a competitive structure, even though that position may have been at the bottom of the academic rankings. Hardy also found that the highly motivated cheated due to pressures to perform. Neither group was decisively influenced by the question "Is cheating right or wrong?" when low-risk conditions were present.

Numerous studies have explored whether cheating can be curbed through instruction in ethics. For example, Leming (1980) assessed subjects' degree of moral development on three levels: preconventional, conventional, and principled levels (determined by subjects' adherence to conventional indicators of morality, such as obeying laws). He also suggested that cheating is largely situational, independent of individual morality. Threat and risk of detection worked as effectively to inhibit cheating in high moral thinkers as in so-called preconventional thinkers.

Group moral codes also affect students' tendencies to cheat; the morals of the group often supercede individual standards of morality (Burton, 1981). Research shows that group codes become stronger the longer the group remains intact. The group sets limits. According to Burton (1981, p. 31), ethical training should promote "a group morale that supports the development of consistency in conduct that is satisfactory both to the social unit and to the individual."

Houser (1982), in a study of cheating and student attitudes, discussed various forms of student influence and concluded that methods of coercion were the only strategies which have consistently proven effective in the effort to stop cheating and were considerably more effective than moral appeals. Coercion can take the form of immediate consequences or reprimands as a prelude to future consequences.

Barnett and Dalton (1981) and Hardy (1982) suggest some practical strategies for minimizing cheating in classroom testing situations:

- Define what cheating means and outline actual punishments for each type of offense.
- Use multiple tests, both in individual classes and in multiple sections of the same subject.
- To decrease plagiarism, keep a file of papers for five years and insist that students submit outlines before the papers are due.
- Use "open-notes" tests and essay tests whenever possible and, correspondingly, make the tests more analytical and more difficult in order to compensate for the use of notes on the test.
- Use more effective monitoring/proctoring systems to create high-risk situations and thereby discourage cheating.

II. Study Procedures

The Department's study on cheating consisted of questionnaires administered to sixth grade students, high school students, and teachers. The student questionnaires were designed to assess students' perceptions of their own academic honesty and responsibility, other students' academic honesty and responsibility, and their own values pertaining to academic honesty and responsibility. Some of the questions were adapted from Schab's studies (personal correspondence, 1985) and from Cole's studies in 1976 and 1981 at Stanford University. The school staff questionnaires were designed to determine the extent to which teachers see cheating as a problem as well as how they typically handle incidents of cheating. The questionnaires are included in the appendixes to this report.

The Department selected stratified samples of elementary schools and high schools, using 1983-84 California Assessment Program (CAP) math scores as the stratifying variable. Schools were selected randomly from the lowest, middle, and highest quintiles of CAP math scores at the sixth and twelfth grade levels. In all, 45 elementary schools (15 schools per quintile) and 105 high schools (35 schools per quintile) were selected. More high schools than elementary schools were selected because previous research and experience consistently show cheating to be more widespread at the secondary level.

Each participating school was requested to administer the student questionnaire to one classroom of students (approximately 30 students) that could be considered "typical" of students at that grade level (i.e., students whose achievement level as a group is about average for the school). One school staff questionnaire was included in the mailing to each school. At the elementary level, questionnaires were administered only to sixth grade classes. At the high school level, schools were asked to give the questionnaires to eleventh graders if possible, but allowance was made for including students from other grades. The actual sample of high school students was composed of 76.3 percent eleventh graders, 16.9 percent twelfth graders, and 6.7 percent tenth graders.

Approximately 77 percent of the questionnaires were returned at the elementary level, and 72 percent were returned at the high school level. The numbers of students from whom completed questionnaires were received are shown in Table II-1.

Table II-1

Numbers of Students in the Study Samples, by Quintiles of CAP Math Scores

Sample	*Q1*	*Q3*	*Q5*	*Total*
Elementary school students	355	304	378	1,037
Secondary school students	633	824	808	2,265

NOTE: Q1 is the lowest quintile, Q3 is the middle quintile, and Q5 is the highest quintile.

Students were questioned about 11 different activities which can be thought of as "cheating." These activities ranged from using crib notes (or cheat notes) during a test to plagiarizing from a book and turning in homework done by another student. The students were asked whether they had ever engaged in the behaviors since they had been at their present school and, if so, whether they had done so "once," "a few times," or "many times."

In reviewing the results, the reader must make the assumption that the students responded candidly to the questionnaires (i.e, that they were honest in reporting the incidence of their dishonesty). Questionnaires on emotionally loaded topics are always subject to "fudging" by the respondents. However, every effort was made to ensure that the anonymity and confidentiality of student responses would be maintained. A thorough exploration of the study issues would include interviews with individual students and discussions with groups of students to learn the story behind the students' responses. In defense of the questionnaire approach, the Department believes that patterns within the students' responses, as well as the consistency of the findings with those of previous research on this topic, support the need for a serious look at what students are saying about academic honesty in the schools.

III. Major Findings

A great deal of information was obtained through the questionnaires, only some of which will be described in this section. The responses to the questionnaires on an item-by-item basis are presented in the appendixes to this report. Appendix A presents the overall responses of elementary school students, and Appendix B shows the responses of high school students. The responses are presented separately for students from low-, middle-, and high-scoring schools in Appendix C for elementary school students and in Appendix D for high school students. The responses to the elementary school staff questionnaire can be found in Appendix E; and the responses of secondary school staff members can be found in Appendix F, except for the narrative responses, which are summarized in the text. The highlights of the findings from the major study questions follow.

What Is the Incidence of Cheating?

The reported incidence of all types of cheating was much higher among high school students than among sixth graders. This trend is consistent with previous research, which shows cheating to be a problem mostly among high school (and college) students, for whom grades have more critical significance. Findings are reported separately below for elementary and secondary school students.

Sixth Graders' Reports of Cheating

The most prevalent forms of cheating among the sixth grade sample were copying from another student during a test (38.6 percent of the respondents say they have done this at least once) and plagiarism (41.2 percent say that they have copied something from a book and turned it in as their own work one or more times). Many fewer of these students admit to cheating with any kind of regularity. Approximately 15 percent say they have copied from another student during a test either "a few times" or "many times"; 15.8 percent say they have committed plagiarism "a few times" or "many times."

About 72 percent of sixth grade students say they have never used crib notes during a test; 10 percent say they have done so either "a few times" (8.8 percent) or "many times" (1.2 percent). Incidences of other types of cheating are lower, with fewer than 2 percent of the students admitting to having done the act "many times" and not many more than that saying they have cheated "a few times."

Elementary school students say that they have seen other students cheating on tests. Nearly 30 percent say they have seen another student cheat "many times," while 40.5 percent say they have seen this "a few times." Thus, about 70 percent of the sixth graders say they have seen another student cheat either "a few times" or "many times." Clearly, there is a discrepancy between sixth graders' reports of their own cheating and the incidence of their seeing other students cheat. Are students underreporting their own cheating out of fear of punishment while being candid about other students' misconduct? Or are students perhaps misinterpreting as cheating some innocent behaviors of other students? Yet another possible explanation is that a great deal of (highly visible) cheating is done by a few students. It is impossible on the basis of this study to know why the incidence of sixth graders' seeing others cheat is so much higher than their self-reported cheating. The Department is inclined to believe that the actual number of elementary school students who cheat with any regularity is small and that the larger number of cheating incidents is accounted for by relatively few students who cheat, often using obvious methods. However, this conjecture can only be tested by further studies.

For one of the two most prevalent types of cheating among sixth graders, copying from another student during a test, students from high-scoring schools admit to more cheating than do students from low- and middle-scoring schools. Approximately 6 percent more students from high-scoring schools than from low-scoring schools say that they have copied from another student either "a few times" or "many times." Trends are reversed on some types of cheating, such as signaling test answers to another student and turning in homework done by another student, with students from low-scoring schools admitting to more cheating than students from high-scoring schools. However, the overall incidences of these behaviors are relatively low. On the whole, differences between the school-level achievement groups in cheating at the sixth grade level are neither large nor consistent.

High School Students' Reports of Cheating

Among the high school students sampled, 73.5 percent say that they have used crib notes during a test one or more times. Forty-seven percent say they have done this "a few times," and 10.1 percent admit to having done it "many times." The statistics are very

similar for copying from another student during a test. Approximately 60 percent say they have done this either "a few times" or "many times."

Incidences of other types of cheating are relatively lower, although considerable numbers of students admit to engaging in the various forms of cheating. For example, slightly more than 50 percent of the students say that they have committed plagiarism at least once. About 25 percent say they have done it "a few times," and 7 percent say they have done it "many times." About 37 percent say they have signed their parent's name to an excuse either "a few times" (23.5 percent) or "many times" (13.6 percent).

Approximately 93 percent of the high school students say they have seen another student cheating on a test either "a few times" (30.3 percent) or "many times" (62.5 percent).

At the high school level, there is a strong association between incidence of cheating and achievement level of the school. That is, students from high-scoring schools admit to a greater amount of cheating than do students from low-scoring schools. For example, 60.2 percent of the students from high-scoring schools say that they have used crib notes during a test either "a few times" or "many times." The comparable figures for students from low-scoring and middle-scoring schools are 53 percent and 57.3 percent, respectively. Similarly, 68.2 percent of the students from high-scoring schools say that they have copied from another student during a test either "a few times" or "many times." For the sample from low-scoring schools, 48.5 percent say that they have copied from another student during a test "a few times" or "many times." Thus, while the incidence of these types of cheating appears fairly high for all groups, it is relatively higher for students from schools with a higher overall achievement level. On one type of "cheating," signing the parent's name to an excuse, the trend is reversed, with relatively more students from low-scoring schools admitting to having done this. The motivations for various types of cheating may be quite different, which suggests that a differentiated view of the meaning of "cheating" in its various forms should be developed.

The relationships between cheating and students' reported grade averages were also examined. Among high school students, there is a strong relationship, for example, between using crib notes and copying from another student during a test, on the one hand, and the students' reported grade averages, on the other. In general, students with lower grades cheat more than students with higher grades, as shown in Table III-1.

It seems paradoxical at first that there is more cheating in schools where the overall achievement is higher *and* that students with lower grades cheat more. These opposing trends are especially puzzling, considering that students' grades are substantially higher in schools with higher CAP math scores (see Appendix D). An examination of cheating trends for students with different grade averages *within* CAP achievement groups helps resolve the apparent contradiction, as can be seen in Table III-2. For example, for students with grade averages of A or A−, the use of crib notes is actually less prevalent in high-scoring schools than in schools where overall achievement is low. However, for B and C+ students, cheating is much more prevalent in high-scoring schools. In high-scoring and middle-scoring schools, there is a much stronger association between grades and cheating than is found in low-scoring schools. Students reporting A averages at high-scoring and middle-scoring schools are *relatively* less inclined to cheat (although 38 percent of them say they have used crib notes either "a few times" or "many times"). There is an enormous increase in the tendency to cheat among B and C+

Table III-1

Relationship Between Certain Types of Cheating and High School Students' Reported Grade Averages

	Percentage of students who say they have cheated "a few times" or "many times," by type of cheating	
Students' reported grade averages	*Used crib notes*	*Copied from another student during a test*
A or A−	37.9	51.8
B or B+	54.6	56.6
B− or C+	60.8	63.4
C	65.8	66.7
C−	68.2	61.9

Table III-2

Percentage of Students Who Use Crib Notes, by Reported Grade Average and School Achievement on the CAP Math Test

Students' reported grade averages	*Achievement level*		
	Q1	*Q3*	*Q5*
A or A−	44.9	34.0	38.1
B or B+	49.7	52.6	59.4
B− or C+	54.0	61.2	65.8
C	60.4	70.5	65.4
C−	64.5	67.2	72.5

students at these schools. Presumably, the pressure to get good grades is experienced to such a degree by a majority of these students that they frequently cheat on tests.

In an effort to shed further light on the question of which students are most likely to cheat, the Department also compared the responses of male and female students. For most—but not all—types of cheating, boys admit to cheating more than girls. This is illustrated in Table III-3 for the use of crib notes and copying from another student during a test. Some additional data on sex differences that help to explain the differential cheating pattern is presented in subsequent sections on students' attitudes.

Table III-3

Some Differences Between High School Boys and Girls in Extent of Cheating

	Percentage of students, by sex, who report cheating "many times"	
Type of cheating	*Boys*	*Girls*
Used crib notes	13.4	7.0
Copied from another student during a test	13.7	8.3

Teachers' Reports of Cheating

Teachers also observe that both the incidence of cheating and the extent to which cheating is a problem at the school are greater in the high schools than in the elementary schools. Among secondary school staff, 40.5 percent of the respondents say that cheating is "a significant problem"; only 2.8 percent of elementary school staff believe the problem is significant. Interestingly, no respondents at either level feel that cheating is "a very serious problem."

With regard to the type of students most likely to cheat, a majority of both elementary and secondary school teachers feel that there is no obvious relationship between cheating and the achievement level of students. However, an interesting pattern reversal occurs in terms of the percentage of teachers who feel that low achievers or high achievers are more likely to cheat. Among elementary school teachers, 34.3 percent feel that low achievers are more likely to cheat, while 5.7 percent say that high achievers are more likely to cheat. On the other hand, in the sample of secondary school staff, 8.1 percent say that low achievers are more likely to cheat, while 27 percent indicate that high achievers are more likely to do so. An additional 13.5 percent checked both "low achievers" and "high achievers" as likely cheaters. As was shown in the analysis of student questionnaires, there is a definite but complex relationship between cheating and student achievement.

With high school students, it appears that cheating is a problem which is considerably more significant at academically successful schools, although more cheating is committed by students with lower grade averages. The pattern is much less clear-cut at the sixth grade level. Although teachers in the elementary school sample feel that cheating is actually somewhat more common among low achievers, student responses do not decisively point toward either achievement group. The results do suggest the intriguing possibility that sixth graders' motives and conditions for cheating are different from those of high school students. Much more remains to be learned in this area.

A striking congruence between responses of elementary and secondary school teachers is the high incidence of plagiarism observed. About 72 percent of the elementary school teachers and 82.9 percent of the high school teachers have observed plagiarism either "a few times" or "many times." Again, it appears that the motivations for the various forms of cheating may be different. Perhaps many students are only dimly aware that plagiarism is cheating. Many also may lack the study skills to use reference material effectively without plagiarizing.

What Do Students Say About Why They Cheat?

In the questionnaires, students were asked why students cheat. Elementary school students were requested simply to check as many reasons as apply from a list, while high school students were requested to rank order a list of possible reasons. There is overall consistency among achievement groups at the high school level in the reasons most frequently indicated: "They fail to study and prepare for tests" and "They are afraid of failing." School staff at both the elementary and secondary levels also concur that these are the most important reasons for cheating as opposed, for example, to lack of respect for the teacher or school or not being afraid of punishment. It is noteworthy that the reasons cited for cheating by students from low-achieving schools still reflect acceptance of the school system, in which test performance and grades are valued.

Sixth graders from low-achieving schools are less decided than students from high-achieving schools about reasons for cheating and see fear of failure and "trying to keep up with others" as more important determinants than failure to study and prepare for tests. Students from high-achieving schools have a

more consensual view of cheating as motivated by failure "to study and prepare for tests."

Although the question of why students cheat calls for a much more complex answer than can be ascertained by looking at responses to checklists, the Department feels that it is informative to look at how students answer this straightforward question. The results underscore the importance of fear of failing and failure to study as motivating factors. The responses do not "factor in" what is known from previous research and from common sense about the importance of low-risk conditions in which the student's temptation to cheat is supported by classroom crowding or other logistical conditions which make it unlikely that the cheater will get caught.

How Do Schools Handle Cheating?

By and large, schools in the sample are not governed by a formal school or district policy on cheating. Among high school teachers, 21.6 percent indicated the existence of such a policy. None of the elementary school teachers indicated the existence of a policy on cheating. Of greater interest for purposes of this study, however, is the de facto policy for handling incidents of cheating. Both students and teachers were asked about this. Students and teachers at both levels concur that the most frequent response is for the teacher to give the student a failing grade on the test. An interesting trend is apparent in the responses of both elementary and secondary school students within achievement groupings. More students from low-achieving schools say that teachers respond to cheating by giving the student a failing grade on the test. This trend is especially evident among the elementary school sample, in which 77.5 percent of the students from low-achieving schools and 64 percent of the students from high-achieving schools say that the cheater is given a failing grade.

More sixth grade students from high-achieving schools than from low-achieving schools say that teachers would keep the student after class to discuss the situation or would contact the student's parents.

What Are Students' Attitudes Toward Cheating?

The students in the two samples perceive a striking degree of acceptance of cheating by their peers. This is especially evident in the high school sample, in which 75.3 percent of the respondents say that most of their classmates would not care if a student cheated on a test. On this question, the responses were almost identical for the three achievement groups. Apparently, the overall perception among high school students is that cheating is both commonplace and condoned by other students. However, students do not feel that teachers condone cheating, at least not to the same extent that they feel students condone it. When asked, "Do teachers care if students cheat?" 74.3 percent of the high school sample said "yes"; 4.4 percent said "no"; and 21.3 percent were "not sure."

Although high school students see cheating as condoned by their fellow students, they are somewhat less inclined to see it as justifiable. Students were asked, "Is there ever a good reason to cheat on a test?" Overall, 42.4 percent of the high school sample said "yes"; 38.2 percent said "no"; and 19.4 percent said "not sure." The 42.4 percent figure is still, in the Department's view, a rather high percentage of students who feel that there may be a good reason to cheat. The differences in the responses to this question by the school achievement groupings are quite pronounced. Approximately 12 percent more students from high-achieving schools than from low-achieving schools answered "yes" to the question. The Department attributes the greater acceptance of cheating among the high-achievement group to the greater pressure for high test scores and grades, which unfortunately have greater significance for the students than genuine accomplishment. While it is unlikely that most high school students regard cheating as morally right, they may perceive that good grades are more important than their integrity.

Students with lower grades are generally more inclined to feel that there may be a good reason to cheat. However, this trend is much more pronounced for students at schools where the overall achievement level is high. This pattern is shown in Table III-4.

Table III-4

Percentage of Students Who Say There Is a Good Reason to Cheat, by Reported Grade Average and School Achievement on the CAP Math Test

Students' reported grade averages	*Achievement level*		
	Q1	*Q3*	*Q5*
A or A−	37.5	38.7	40.0
B or B+	27.0	41.8	42.5
B− or C+	36.3	44.9	54.3
C	39.9	45.4	48.5
C−	43.3	44.4	52.5

More high school boys than girls say that cheating is justifiable, as is shown in Table III-5. These figures are consistent with the differences in cheating behavior.

It was noted previously that high school boys admit to cheating more often than girls do. Some additional

Table III-5

Responses of High School Boys and Girls to the Question, "Is there ever a good reason to cheat on a test?"

	Percentage of responses, by sex	
Response	*Boys*	*Girls*
Yes	47.4	37.7
No	32.8	43.2
Not sure	19.8	19.0

differences between boys and girls in their responses to several of the attitude questions are intriguing, although not thoroughly interpretable. Among boys, 79.6 percent say that they know how to prepare for tests; 68.6 percent of the girls express such confidence. If the boys feel that they know how to prepare for tests, why are they more inclined than girls to cheat on tests? These data do seem consistent with frequently documented findings that males are both more confident and more inclined to take risks. Interestingly, more high school girls than boys say that it is important to them to do well in school (94.6 percent of the girls as compared to 89.5 percent of the boys).

Among sixth graders, 38.9 percent say that most of their classmates would not care if a student cheated on a test. This figure is substantially smaller than the 75.3 percent figure for high school students. Slightly more than 14 percent of the sixth graders responded "yes" to the question, "Is there ever a good reason to cheat on a test?" The Department surmises that the sixth graders responded with an eye more toward the moral issue than toward the practical imperatives felt by high school students.

How Do Students Approach Schoolwork and Feel About Themselves as Learners?

The remainder of the items on the student questionnaires dealt with the students' approach to schoolwork generally and with their attitudes about success in school. Upwards of 90 percent of the students from all school achievement groups at both the elementary and secondary levels say that it is important to them to do well in school. This is certainly an encouraging indicator of students' personal investment in schooling. That 94.5 percent of high school students from the low-scoring schools endorse this item certainly contradicts the stereotype of this group as disaffected from school as a result of repeated failure.

A somewhat different view of the motivation to succeed is suggested by the finding that 15.4 percent fewer high school students from low-scoring schools (55.4 percent) than from high-scoring schools (70.8 percent) say that most students care about getting good grades. This finding can be seen as indicative of a difference in the overall competitiveness in the school environment. While virtually all students seem to want to do well in school, the quest for good grades is much more pervasive in high-scoring schools. Whether this difference reflects low motivation in the low-scoring schools or an excessive concern about grades in high-scoring schools is a matter for further exploration. The data suggest that the competitive environment in schools, and especially in high-scoring schools, can often promote an excessive pursuit of high test scores at any cost. This same difference between the school-level achievement groups at the high school level is also apparent among sixth graders.

It is interesting and disturbing to note that the students from high-scoring schools are somewhat less confident than students from low-scoring schools that they can get good grades if they study hard (83.6 percent as compared to 88.9 percent in the high school sample). High school students overall are less confident than sixth graders about their ability to prepare for tests and to get good grades if they study hard. Among students from high-scoring schools, there is a 10.1 percent drop between sixth grade and high school in students' confidence about getting good grades if they study hard. Of course, the meaning of *high test scores* and *good grades* may be substantially different in high-scoring high schools, where more students hope to attend four-year colleges with high admissions requirements.

Greater cause for concern is evoked by the finding that approximately 13 percent fewer high school students from high-scoring schools (65.2 percent) than students from low-scoring schools (78.3 percent) say that they see tests as one way to find out what they have learned. The data lead to the question of whether emphasis on grades, in the absence of sufficient support of learning for personal development, is encouraging a cynical attitude toward tests and grades in some of the most successful students.

What Can Be Done to Reduce Cheating?

School staff were asked what they thought could be done to reduce cheating. By virtue of their being closest to the problem, classroom teachers are perhaps the adults who have the keenest understanding of both the causes of and the solutions to the problem of cheating. The suggestions offered by teachers have a common sense appeal. Virtually all of the respondents had some positive suggestions for reducing cheating. A few seemed to feel that the determinants of cheating are so rooted in the social system that there is little that can be done by schools and teachers. Teachers

emphasized the nurturing of honesty as well as careful proctoring of tests. Below are a few suggestions from elementary school teachers:

- "Instill integrity, starting at home."
- "Change attitudes of individuals involved by lessening *threat* of testing."
- "Set high moral tone in class."
- "Increase feelings of self-worth and pride of achievement."
- "I feel that many students cheat because of failure to prepare for tests. Many students in my class, I suspect, do not know how to study for tests. I feel that there needs to be some effort made to teach study skills to the elementary school student."
- "Fewer students in each classroom so they are not sitting so *close*."
- "At the elementary age, the quality of honesty needs to be nurtured and developed verbally."
- "Walk around the classroom while the test is being taken and mention to the children that they should keep their eyes on their own papers."

The suggestions made by high school teachers stress the importance of (1) testing conditions that reduce the students' temptation to cheat; and (2) policies for dealing with cheating in a consistent manner. High school teachers also addressed the issues of pressure for grades and values. Below are a few suggestions from high school teachers:

- "Encourage students to develop moral integrity, but so long as great pressure to achieve grades exists, cheating will continue."
- "Parent cooperation. Here we have many parents who will lie for their children and some who have even asked teachers to raise a grade for a student or ignore or forgive an infraction. Success appears to be a goal at any cost."
- "Less crowded classrooms. Help in watching exams (teaching assistants)."
- "Essay exams! Oral, individual exams! Stiffer penalties."
- "We need to develop a uniform system of high standards."
- "High school students cheat when they are not prepared. Many work at night and copy homework and study for tests in other classes. Could we stop high school students from working?"
- "There needs to be a set, clear standard, and teachers need to enforce it."

It seems that the incidence of cheating could be reduced through practical steps to reduce students' temptation to cheat as well as through clear and consistent policies for responding to cheating. Even with such precautions, it is unlikely that cheating will be eliminated altogether. The pressures to perform are real, and the practical importance of grades and test scores is inescapable, especially for college-bound students. It is, nevertheless, important to acknowledge that cheating exists and that it involves students from every academic level. Students seem to be aware that cheating is widespread. They might find relief in discussing it and seeing it dealt with more effectively. It is possible to reduce some of the contributing situational factors while supporting development of a positive commitment to a group moral code. Some steps can be taken at the district, school, and classroom levels to reduce cheating and to encourage academic honesty and responsibility among students.

Appendix A

Responses to the Elementary School Student Questionnaire

***Directions:** We are asking you to take part in a study that includes students all over California. Please answer each question. There are no right or wrong answers. Do* not *put your name on the paper. Please check (√) your answer.*

1. How long have you attended this school?
   a. 21.4% Less than one year
   b. 24.7% More than one year, but less than three years
   c. 53.9% More than three years

2. Are you a boy or a girl?
   a. 51.8% Boy
   b. 48.2% Girl

3. Which of the following best describes your grades in school?
   a. 35.6% My grades are above average.
   b. 56.7% My grades are about average.
   c. 7.8% My grades are below average.

4. How much pressure is there for getting good grades at this school?
   a. 11.7% Very little
   b. 35.8% Some
   c. 34.9% Quite a bit
   d. 17.6% A great deal

For each item in this part, please check (√) one response at the right.

	Never	*Once*	*A few times*	*Many times*
5. Since you have been at this school, have you ever				
a. used crib notes (or cheat notes) during a test? ..	72.3%	17.7%	8.8%	1.2%
b. copied from another student during a test?.....	61.5%	23.2%	13.4%	2.0%
c. seen another student cheating on a test?	14.3%	15.7%	40.5%	29.6%
d. copied anything, word for word, out of a book and turned it in as your own work?	58.7%	25.4%	13.4%	2.4%
e. copied from someone's test paper without his or her knowing it?	73.5%	17.2%	8.6%	0.7%
f. arranged with other students to give or receive answers by use of signals?.....	84.2%	8.4%	5.9%	1.6%
g. used unfair methods to find out what was going to be on a test before it was given?.....	89.1%	7.2%	3.2%	0.6%
h. turned in homework another student did?	87.3%	7.8%	3.9%	0.9%
i. turned in work done by your parents?.....	86.4%	8.8%	3.9%	0.9%
j. signed your parent's name to an excuse?.....	84.0%	10.3%	4.3%	1.4%
k. signed your parent's name to a report card?	97.0%	1.7%	0.9%	0.5%
l. taken books from the library without checking them out?	89.2%	8.0%	2.2%	0.6%

NOTE: Percentages throughout the appendixes may not sum to 100 percent because of rounding.

6. How would your classmates feel if a student cheated on a test?
   a. 38.9% Most would not care.
   b. 35.6% Most would dislike it a little bit.
   c. 25.5% Most would dislike it very much.

7. Why do students cheat? (Check as many as apply.)
   a. 71.1% They fail to study and prepare for tests.
   b. 77.0% They are afraid of failing.
   c. 25.1% It is easy to cheat.
   d. 54.4% Parents put a lot of pressure for good grades.
   e. 15.1% They are not afraid of punishment.
   f. 59.0% They are trying to keep up with others.
   g. 22.2% They don't respect the teacher or school generally.
   h. _____ Other (please specify) _____

8. What do teachers do when they know someone is cheating?
   a. 4.3% Usually nothing.
   b. 34.6% Keep the student after class to discuss.
   c. 71.3% Give the student a failing grade on the test.
   d. 25.4% Send the student to the principal's office.
   e. 34.5% Contact the student's parents.
   f. 28.6% Other action—please describe: _____

_____

9. Do you	*Never*	*Sometimes*	*Usually*	*Always*
a. complete homework on time?	1.0%	16.9%	46.2%	36.0%
b. attempt to understand work that is corrected by your teacher?	5.6%	20.7%	35.7%	37.9%
c. ask the teacher to explain material or assignments that you do not understand?	3.4%	32.1%	30.6%	33.9%
d. do extra work suggested by your teacher?	16.8%	49.2%	21.8%	12.2%

	Yes	*No*	*Not sure*
10. Is there ever a good reason to cheat on a test?	14.1%	65.8%	20.1%
11. Would you report a friend you saw cheating?	17.6%	41.5%	40.9%
12. Would you report a person not your friend?	45.1%	22.9%	32.0%
13. Do teachers care if students cheat?	91.1%	3.6%	5.3%
14. Do you feel that you know how to prepare for tests?	80.0%	5.4%	14.6%
15. Do you see tests as one way to find out what you have learned?	77.2%	10.1%	12.7%
16. Do you feel it is OK to copy from an encyclopedia or book without giving credit to the author?	9.6%	70.2%	20.2%
17. Does homework help students learn?	77.2%	10.2%	12.6%
18. Do you feel that you can get good grades if you study hard?	93.8%	2.0%	4.2%
19. Do most students care about getting good grades?	54.2%	16.2%	29.6%
20. Is it important to you to do well in school?	93.8%	2.2%	4.0%

Thank you for taking the time to answer these questions!

Appendix B

Responses to the Secondary School Student Questionnaire

***Directions:** We are asking you to take part in a study that includes students all over California. Please answer each question. There are no right or wrong answers. Do* not *put your name on the paper. Please check (√) your answer.*

1. What grade are you in?
   a. 6.7% 10th
   b. 76.3% 11th
   c. 16.9% 12th
2. How long have you attended this school?
   a. 11.4% Less than one year
   b. 70.0% More than one year, but less than three years
   c. 18.7% More than three years
3. What do you plan to do right after you graduate from high school?
   a. 6.6% Work full time and not attend college
   b. 30.2% Attend a two-year college
   c. 47.1% Attend a four-year college or university
   d. 4.7% Join the military
   e. 11.4% Other
4. Are you male or female?
   a. 47.6% Male
   b. 52.4% Female
5. Which of the following best describes your academic grades in high school?
   a. 11.2% A or A minus average
   b. 30.4% B or B plus average
   c. 32.5% B minus or C plus average
   d. 17.8% C average
   e. 5.6% C minus average
   f. 2.5% Below a C minus average
6. How much pressure is there for getting good grades at this school?
   a. 10.8% Very little
   b. 40.9% Some
   c. 35.7% Quite a bit
   d. 12.6% A great deal

For each item in this part, please check (√) one response at the right.

	Never	*Once*	*A few times*	*Many times*
7. Since you have been at this school, have you ever				
a. used crib notes (or cheat notes) during a test? ..	26.5%	16.4%	47.0%	10.1%
b. copied from another student during a test?.....	25.0%	14.7%	49.4%	10.9%
c. seen another student cheating on a test?	3.3%	3.8%	30.3%	62.5%
d. copied anything, word for word, out of a book and turned it in as your own work?	49.2%	18.4%	25.4%	7.0%
e. copied from someone's test paper without his or her knowing it?	55.3%	15.6%	25.1%	3.9%
f. arranged with other students to give or receive answers by use of signals?.....	62.5%	13.7%	19.3%	4.5%
g. used unfair methods to find out what was going to be on a test before it was given?.....	58.4%	15.7%	20.6%	5.2%
h. turned in homework another student did?	65.4%	11.2%	18.5%	4.9%
i. turned in work done by your parents?.....	90.8%	4.5%	3.8%	0.8%
j. signed your parent's name to an excuse?.....	48.2%	14.6%	23.5%	13.6%
k. signed your parent's name to a report card?	89.7%	3.5%	4.2%	2.5%
l. taken books from the library without checking them out?	83.5%	7.8%	5.8%	2.8%

8. How would your classmates feel if a student cheated on a test?

a. 75.3% Most would not care.
b. 21.6% Most would dislike it a little bit.
c. 3.2% Most would dislike it very much.

9. In order of importance, which of the following conditions do you feel contribute to cheating? (Number as many as apply, beginning with the number 1 for the most important reason.)

NOTE: Data represent rank order of responses.

a. 1 They fail to study and prepare for tests.
b. 2 They are afraid of failing.
c. 5 It is easy to cheat.
d. 3 Parents put a lot of pressure for good grades.
e. 7 They are not afraid of punishment.
f. 4 They are trying to get grades for college.
g. 6 They are trying to keep up with others.
h. 8 They don't respect the teacher or school generally.
i. _____ Other (please specify) _____

10. What do teachers do when they know someone is cheating?

a. 20.2% Usually nothing.
b. 30.0% Keep the student after class to discuss.
c. 82.2% Give the student a failing grade on the test.
d. 23.0% Send the student to the principal's office.
e. 25.1% Contact the student's parents.
f. 18.3% Other action—please describe: _____

	Never	*Some-times*	*Usually*	*Always*
11. Do you				
a. complete homework on time?	1.0%	16.1%	61.7%	21.1%
b. attempt to understand work that is corrected by your teacher?	2.9%	21.1%	47.1%	28.9%
c. ask the teacher to explain material or assignments that you do not understand?	3.9%	30.5%	36.8%	28.8%
d. do extra work suggested by your teacher?	15.2%	53.4%	23.0%	8.3%

	Yes	*No*	*Not sure*
12. Is there ever a good reason to cheat on a test?	42.4%	38.2%	19.4%
13. Would you report a friend you saw cheating?	1.4%	86.3%	12.3%
14. Would you report a person not your friend?	5.9%	73.0%	21.1%
15. Do teachers care if students cheat?	74.3%	4.4%	21.3%
16. Do you feel that you know how to prepare for tests?	73.7%	10.4%	15.8%
17. Do you see tests as one way to find out what you have learned?	71.2%	20.5%	8.2%
18. Does homework help students learn?	77.9%	9.8%	12.3%
19. Do you feel that you can get good grades if you study hard?	85.2%	6.1%	8.6%
20. Do most students care about getting good grades?	63.5%	13.5%	23.0%
21. Is it important to you to do well in school?	92.1%	3.6%	4.3%

Thank you for taking the time to answer these questions!

Appendix C

Responses of Elementary School Students, by Quintile of CAP Math Scores

(*NOTE:* Responses for questions 1 and 2 are not applicable to this presentation of data.)

	Q1	*Q3*	*Q5*
3. Which of the following best describes your grades in school?			
a. My grades are above average.	26.8%	34.7%	44.3%
b. My grades are about average.	61.4%	59.7%	50.0%
c. My grades are below average.	11.8%	5.6%	5.8%
4. How much pressure is there for getting good grades at this school?			
a. Very little	16.1%	9.9%	9.0%
b. Some	24.0%	41.4%	42.3%
c. Quite a bit	33.1%	33.8%	37.5%
d. A great deal	26.8%	14.9%	11.2%
5. Since you have been at this school, have you ever:			
a. Used crib notes (or cheat notes) during a test?			
1. Never	74.6%	76.0%	67.1%
2. Once	13.8%	16.3%	22.5%
3. A few times	9.8%	7.0%	9.4%
4. Many times	1.7%	0.7%	1.1%
b. Copied from another student during a test?			
1. Never	62.7%	67.8%	55.3%
2. Once	22.2%	23.3%	23.9%
3. A few times	13.7%	8.0%	17.6%
4. Many times	1.4%	1.0%	3.2%
c. Seen another student cheating on a test?			
1. Never	16.6%	12.3%	13.8%
2. Once	15.8%	18.2%	13.5%
3. A few times	33.0%	44.0%	44.6%
4. Many times	34.7%	25.5%	28.1%
d. Copied anything, word for word, out of a book and turned it in as your own work?			
1. Never	56.6%	58.0%	61.3%
2. Once	26.3%	25.7%	24.5%
3. A few times	14.9%	15.0%	10.8%
4. Many times	2.3%	1.3%	3.5%

NOTE: Q1 is the lowest quintile, Q3 is the middle quintile, and Q5 is the highest quintile.

	Q1	Q3	Q5
e. Copied from someone's test paper without his or her knowing it?			
1. Never	76.9%	80.9%	64.2%
2. Once	14.8%	13.7%	22.3%
3. A few times	7.7%	5.0%	12.4%
4. Many times	0.6%	0.3%	1.1%
f. Arranged with other students to give or receive answers by use of signals?			
1. Never	77.5%	87.3%	87.9%
2. Once	11.2%	8.0%	5.9%
3. A few times	8.9%	3.7%	4.9%
4. Many times	2.3%	1.0%	1.3%
g. Used unfair methods to find out what was going to be on a test before it was given?			
1. Never	87.1%	91.3%	89.2%
2. Once	7.1%	6.4%	7.9%
3. A few times	4.6%	2.0%	2.7%
4. Many times	1.1%	0.3%	0.3%
h. Turned in homework another student did?			
1. Never	83.1%	91.0%	88.4%
2. Once	9.1%	6.7%	7.6%
3. A few times	6.0%	2.0%	3.5%
4. Many times	1.7%	0.3%	0.5%
i. Turned in work done by your parents?			
1. Never	86.9%	87.9%	84.6%
2. Once	7.4%	7.4%	11.4%
3. A few times	4.5%	3.4%	3.8%
4. Many times	1.1%	1.3%	0.3%
j. Signed your parent's name to an excuse?			
1. Never	82.3%	84.6%	85.1%
2. Once	11.1%	8.7%	10.8%
3. A few times	5.1%	4.4%	3.5%
4. Many times	1.4%	2.3%	0.5%
k. Signed your parent's name to a report card?			
1. Never	94.6%	98.3%	98.1%
2. Once	2.8%	1.0%	1.1%
3. A few times	1.7%	–	0.8%
4. Many times	0.9%	0.7%	–
l. Taken books from the library without checking them out?			
1. Never	87.4%	92.0%	88.7%
2. Once	10.3%	5.7%	7.8%
3. A few times	1.4%	1.7%	3.2%
4. Many times	0.9%	0.7%	0.3%

	Q1	Q3	Q5
6. How would your classmates feel if a student cheated on a test?			
a. Most would not care	41.5%	33.6%	40.9%
b. Most would dislike it a little bit	31.0%	38.9%	37.3%
c. Most would dislike it very much	27.6%	27.5%	21.8%
7. Why do students cheat? (Check as many as apply.)			
a. They fail to study and prepare for tests.	58.6%	70.1%	83.6%
b. They are afraid of failing.	73.2%	78.6%	79.4%
c. It is easy to cheat.	23.9%	26.6%	24.9%
d. Parents put a lot of pressure for good grades.	47.0%	57.2%	59.0%
e. They are not afraid of punishment.	19.7%	10.1%	14.8%
f. They are trying to keep up with others.	61.1%	57.2%	59.3%
g. They don't respect the teacher or school generally.	24.5%	19.4%	22.2%
h. Other (please specify)_____	21.4%	25.0%	20.4%
8. What do teachers do when they know someone is cheating?			
a. Usually nothing.	1.1%	2.0%	9.3%
b. Keep the student after class to discuss.	33.2%	28.0%	41.3%
c. Give the student a failing grade on the test.	77.5%	73.0%	64.0%
d. Send the student to the principal's office.	24.2%	30.0%	23.0%
e. Contact the student's parents.	32.1%	33.6%	37.6%
f. Other action—please describe_____	20.0%	31.3%	34.7%
9. Do you:			
a. Complete homework on time?			
1. Never	1.7%	0.3%	0.8%
2. Sometimes	24.1%	16.1%	10.8%
3. Usually	34.5%	47.5%	55.9%
4. Always	39.7%	36.1%	32.4%
b. Attempt to understand work that is corrected by your teacher?			
1. Never	8.9%	4.7%	3.3%
2. Sometimes	24.2%	16.3%	21.0%
3. Usually	30.2%	42.0%	35.8%
4. Always	36.7%	36.9%	39.9%
c. Ask the teacher to explain material or assignments that you do not understand?			
1. Never	3.5%	3.4%	3.3%
2. Sometimes	39.8%	27.6%	28.5%
3. Usually	21.5%	34.0%	36.4%
4. Always	35.2%	35.0%	31.8%
d. Do extra work suggested by your teacher?			
1. Never	19.8%	15.0%	15.5%
2. Sometimes	48.1%	49.7%	49.7%
3. Usually	18.7%	21.8%	24.7%
4. Always	13.4%	13.6%	10.1%

	Q1	Q3	Q5
10. Is there ever a good reason to cheat on a test?			
a. Yes	14.7%	10.7%	16.2%
b. No	63.9%	68.9%	65.0%
c. Not sure	21.4%	20.4%	18.9%
11. Would you report a friend you saw cheating?			
a. Yes	21.0%	17.5%	14.6%
b. No	40.2%	38.7%	44.9%
c. Not sure	38.8%	43.8%	40.5%
12. Would you report a person not your friend?			
a. Yes	45.2%	49.8%	41.3%
b. No	25.5%	20.6%	22.3%
c. Not sure	29.3%	29.6%	36.4%
13. Do teachers care if students cheat?			
a. Yes	88.3%	93.9%	91.5%
b. No	4.4%	3.4%	3.0%
c. Not sure	7.3%	2.7%	5.5%
14. Do you feel that you know how to prepare for tests?			
a. Yes	74.1%	84.5%	81.9%
b. No	7.3%	3.4%	5.2%
c. Not sure	18.7%	12.1%	12.9%
15. Do you see tests as one way to find out what you have learned?			
a. Yes	71.7%	83.2%	77.4%
b. No	12.2%	8.1%	9.8%
c. Not sure	16.0%	8.7%	12.8%
16. Do you feel it is okay to copy from an encyclopedia or book without giving credit to the author?			
a. Yes	8.4%	8.1%	12.0%
b. No	67.0%	74.2%	70.1%
c. Not sure	24.6%	17.8%	17.9%
17. Does homework help students learn?			
a. Yes	84.4%	73.1%	73.7%
b. No	7.8%	10.4%	12.2%
c. Not sure	7.8%	16.5%	14.1%
18. Do you feel that you can get good grades if you study hard?			
a. Yes	96.5%	90.8%	93.7%
b. No	2.0%	1.7%	2.2%
c. Not sure	1.4%	7.5%	4.1%
19. Do most students care about getting good grades?			
a. Yes	49.6%	51.2%	61.0%
b. No	21.9%	14.0%	12.5%
c. Not sure	28.5%	34.8%	26.5%

20. Is it important to you to do well in school?	*Q1*	*Q3*	*Q5*
a. Yes	93.7%	93.9%	93.9%
b. No	2.3%	2.7%	1.7%
c. Not sure	4.0%	3.4%	4.4%

Appendix D

Responses of Secondary School Students, by Quintile of CAP Math Scores

(*NOTE:* Responses for questions 1 and 2 are not applicable to this presentation of data.)

	Q1	*Q3*	*Q5*
3. What do you plan to do right after you graduate from high school?			
a. Work full time and not attend college.	8.2%	8.1%	3.7%
b. Attend a two-year college.	30.7%	31.9%	28.0%
c. Attend a four-year college or university.	43.3%	41.9%	55.6%
d. Join the military.	6.3%	5.2%	3.0%
e. Other.	11.6%	12.8%	9.7%
5. Which of the following best describes your academic grades in high school?			
a. A or A minus average	7.9%	11.6%	13.3%
b. B or B plus average	27.6%	28.9%	34.3%
c. B minus or C plus average	34.4%	30.8%	32.7%
d. C average	21.8%	19.2%	13.2%
e. C minus average	5.0%	6.8%	5.0%
f. Below a C minus average	3.4%	2.7%	1.5%
6. How much pressure is there for getting good grades at this school?			
a. Very little	14.0%	11.5%	7.5%
b. Some	41.5%	43.0%	38.4%
c. Quite a bit	32.1%	35.3%	38.8%
d. A great deal	12.4%	10.1%	15.3%
7. Since you have been at this school, have you ever:			
a. Used crib notes (or cheat notes) during a test?			
1. Never	30.3%	27.3%	22.8%
2. Once	16.7%	15.5%	17.1%
3. A few times	47.1%	46.9%	47.1%
4. Many times	5.9%	10.4%	13.1%
b. Copied from another student during a test?			
1. Never	31.3%	25.3%	19.7%
2. Once	20.2%	12.8%	12.2%
3. A few times	42.1%	51.2%	53.4%
4. Many times	6.4%	10.6%	14.8%
c. Seen another student cheating on a test?			
1. Never	5.0%	3.4%	2.0%
2. Once	5.1%	2.8%	3.7%
3. A few times	31.2%	31.4%	28.6%
4. Many times	58.7%	62.3%	65.7%

	Q1	Q3	Q5
d. Copied anything, word for word, out of a book and turned it in as your own work?			
1. Never	48.1%	51.5%	47.8%
2. Once	22.1%	16.9%	17.1%
3. A few times	24.5%	23.9%	27.5%
4. Many times	5.3%	7.7%	7.6%
e. Copied from someone's test paper without his or her knowing it?			
1. Never	67.2%	56.1%	45.2%
2. Once	14.2%	15.2%	17.1%
3. A few times	17.1%	24.8%	31.7%
4. Many times	1.4%	3.9%	5.9%
f. Arranged with other students to give or receive answers by use of signals?			
1. Never	62.6%	62.3%	62.5%
2. Once	14.2%	11.3%	15.6%
3. A few times	19.7%	21.5%	16.9%
4. Many times	3.5%	4.9%	5.0%
g. Used unfair methods to find out what was going to be on a test before it was given?			
1. Never	66.6%	57.7%	52.8%
2. Once	15.9%	14.9%	16.5%
3. A few times	15.1%	22.3%	23.2%
4. Many times	2.4%	5.1%	7.5%
h. Turned in homework another student did?			
1. Never	73.3%	64.8%	59.8%
2. Once	9.0%	11.5%	12.8%
3. A few times	13.9%	19.3%	21.1%
4. Many times	3.8%	4.4%	6.4%
i. Turned in work done by your parents?			
1. Never	95.1%	88.6%	89.9%
2. Once	2.6%	5.5%	5.1%
3. A few times	2.4%	4.6%	4.0%
4. Many times	–	1.3%	1.0%
j. Signed your parent's name to an excuse?			
1. Never	42.7%	48.1%	52.6%
2. Once	15.2%	14.1%	14.7%
3. A few times	24.7%	24.5%	21.7%
4. Many times	17.4%	13.4%	11.0%
k. Signed your parent's name to a report card?			
1. Never	88.2%	88.9%	91.7%
2. Once	3.3%	3.6%	3.6%
3. A few times	4.1%	5.3%	3.2%
4. Many times	4.3%	2.2%	1.5%

	Q1	Q3	Q5
7. Taken books from the library without checking them out?			
1. Never	84.6%	83.7%	82.5%
2. Once	7.6%	7.3%	8.6%
3. A few times	5.2%	6.2%	6.0%
4. Many times	2.5%	2.8%	3.0%
8. How would your classmates feel if a student cheated on a test?			
a. Most would not care.	74.7%	75.7%	75.2%
b. Most would dislike it a little bit.	21.3%	21.1%	22.3%
c. Most would dislike it very much.	4.0%	3.2%	2.5%
9. In order of importance, which of the following conditions do you feel contribute to cheating?			
NOTE: Data represent rank order of responses.			
a. They fail to study and prepare for tests.	1	1	1
b. They are afraid of failing.	2	2	2
c. It is easy to cheat.	4	5	5
d. Parents put a lot of pressure for good grades.	3	3	3
e. They are not afraid of punishment.	7	7	7
f. They are trying to get grades for college.	5	4	4
g. They are trying to keep up with others.	6	6	6
h. They don't respect the teacher or school generally.	8	8	8
10. What do teachers do when they know someone is cheating?			
a. Usually nothing.	21.2%	20.6%	18.9%
b. Keep the student after class to discuss.	30.3%	30.5%	29.3%
c. Give the student a failing grade on the test.	85.0%	83.4%	79.0%
d. Send the student to the principal's office.	25.1%	23.3%	21.2%
e. Contact the student's parents.	25.9%	23.7%	25.9%
f. Other action—please describe _____	18.2%	18.7%	18.0%
11. Do you:			
a. Complete homework on time?			
1. Never	1.9%	0.6%	0.6%
2. Sometimes	21.5%	15.2%	13.0%
3. Usually	60.3%	63.1%	61.5%
4. Always	16.3%	21.1%	24.9%
b. Attempt to understand work that is corrected by your teacher?			
1. Never	2.9%	3.3%	2.5%
2. Sometimes	21.1%	21.6%	20.7%
3. Usually	46.8%	46.7%	47.7%
4. Always	29.2%	28.4%	29.1%

	Q1	Q3	Q5
c. Ask the teacher to explain material or assignments that you do not understand?			
1. Never	4.0%	4.5%	3.1%
2. Sometimes	25.8%	27.9%	36.9%
3. Usually	35.5%	39.0%	35.4%
4. Always	34.6%	28.5%	24.6%
d. Do extra work suggested by your teacher?			
1. Never	14.2%	15.5%	15.8%
2. Sometimes	50.3%	53.7%	55.5%
3. Usually	25.4%	22.7%	21.4%
4. Always	10.0%	8.1%	7.3%
12. Is there ever a good reason to cheat on a test?			
a. Yes	34.8%	43.6%	47.1%
b. No	45.1%	37.5%	33.6%
c. Not sure	20.0%	18.9%	19.3%
13. Would you report on a friend you saw cheating?			
a. Yes	2.3%	1.0%	1.3%
b. No	81.8%	86.8%	89.2%
c. Not sure	15.9%	12.2%	9.5%
14. Would you report a person not a friend?			
a. Yes	7.7%	6.1%	4.3%
b. No	67.9%	73.1%	76.8%
c. Not sure	24.4%	20.8%	18.9%
15. Do teachers care if students cheat?			
a. Yes	72.3%	75.0%	75.2%
b. No	5.6%	4.5%	3.3%
c. Not sure	22.2%	20.5%	21.4%
16. Do you feel that you know how to prepare for tests?			
a. Yes	75.8%	74.2%	71.7%
b. No	7.4%	10.9%	12.3%
c. Not sure	16.8%	14.9%	16.0%
17. Do you see tests as one way to find out what you have learned?			
a. Yes	78.3%	71.8%	65.2%
b. No	15.6%	20.1%	24.8%
c. Not sure	6.1%	8.1%	10.0%
18. Does homework help students learn?			
a. Yes	78.7%	77.1%	78.2%
b. No	8.8%	9.6%	10.8%
c. Not sure	12.5%	13.3%	11.0%

	Q1	Q3	Q5
19. Do you feel that you can get good grades if you study hard?			
a. Yes	88.9%	84.1%	83.6%
b. No	5.0%	6.4%	6.9%
c. Not sure	6.1%	9.6%	9.5%
20. Do most students care about getting good grades?			
a. Yes	55.4%	62.7%	70.8%
b. No	21.8%	11.5%	9.0%
c. Not sure	22.9%	25.7%	20.3%
21. Is it important to you to do well in school?			
a. Yes	94.5%	92.4%	90.0%
b. No	2.3%	3.8%	4.4%
c. Not sure	3.2%	3.9%	5.6%

Appendix E

Elementary School Staff Questionnaire and Responses

1. What is your position?
   - a. 97.2% Teacher
   - b. 2.8% Principal
   - c. – Other site administrator

2. How much of a problem is cheating at this school?
   - a. 27.8% Not a problem
   - b. 69.4% A minor problem
   - c. 2.8% A significant problem
   - d. – A very serious problem

3. How often have you observed or known of students at this school . . .	*Never*	*Rarely*	*A few times*	*Many times*
a. using crib notes during a test?	33.3%	47.2%	19.4%	–
b. copying from one another during a test?	2.8%	50.0%	41.7%	5.6%
c. plagiarizing from published material on papers?	13.9%	13.9%	55.6%	16.7%
d. using devious means to find out what will be on a test?	66.7%	25.0%	8.3%	–
e. turning in homework done by someone else?	11.1%	58.3%	30.6%	–
f. taking books from the library without checking them out?	36.1%	47.2%	13.9%	2.8%

4. What type of students seem more likely to cheat?
   - a. 34.3% Low achievers
   - b. 5.7% High achievers
   - c. 60.0% No obvious relationship between achievement and cheating

5. In order of importance, which of the following conditions do you feel contribute to cheating? (Number as many as apply, beginning with number 1.)

   NOTE: Data represent rank order of responses.

   - a. 3 Parent pressure for grades
   - b. 4 Competition with other students for grades
   - c. 2 Fear of failure
   - d. 1 Failure to study and prepare for tests
   - e. 6 No fear of punishment
   - f. 7 Lack of respect for the teacher and school generally
   - g. 5 It is easy to cheat
   - h. _____ Other (please specify) _____

6. How do you handle cheating when you observe it or strongly suspect it?

_____

_____

7. How do you think most teachers at this school handle cheating?

_____

_____

8. What can be done to reduce cheating?

_____

_____

9. Does your school or district currently have a policy on cheating?

0% Yes 100% No

If yes, please describe or attach a copy of any formal policy:

_____

_____

Thank you for taking the time to answer these questions. Please be assured that your responses will be treated with complete confidentiality.

Appendix F

Secondary School Staff Questionnaire and Responses

1. What is your position?
   - a. 94.6% Teacher
   - b. 2.7% Principal
   - c. 2.7% Other site administrator

2. How much of a problem is cheating at this school?
   - a. 5.4% Not a problem
   - b. 54.1% A minor problem
   - c. 40.5% A significant problem
   - d. – A very serious problem

3. How often have you observed or known of students at this school . . .

	Never	*Rarely*	*A few times*	*Many times*
a. using crib notes during a test?	5.7%	57.1%	28.6%	8.6%
b. copying from one another during a test?	–	27.8%	55.6%	16.7%
c. plagiarizing from published material on papers?	2.9%	14.3%	40.0%	42.9%
d. using devious means to find out what will be on a test?	18.9%	27.0%	43.2%	10.8%
e. turning in homework done by someone else?	2.7%	16.2%	46.0%	35.1%
f. taking books from the library without checking them out?	20.6%	35.3%	41.2%	2.9%

4. What type of students seem more likely to cheat?
   - a. 8.1% Low achievers
   - b. 27.0% High achievers
   - c. 51.4% No obvious relationship between achievement and cheating

   (13.5 percent checked both low achievers and high achievers)

5. In order of importance, which of the following conditions do you feel contribute to cheating?

   NOTE: Data represent rank order of responses.
   - a. 4 Parent pressure for grades
   - b. 3 Competition with other students for grades
   - c. 2 Fear of failure
   - d. 1 Failure to study and prepare for tests
   - e. 7 No fear of punishment
   - f. 6 Lack of respect for the teacher and school generally
   - g. 5 It is easy to cheat
   - h. _____ Other (please specify) _____

6. How do you handle cheating when you observe it or strongly suspect it?

_____

_____

7. How do you think most teachers at this school handle cheating?

_____

_____

8. What can be done to reduce cheating?

_____

_____

9. Does your school or district currently have a policy on cheating?

21.6% Yes 78.4% No

If yes, please describe or attach a copy of any formal policy:

_____

_____

Thank you for taking the time to answer these questions. Please be assured that your responses will be treated with complete confidentiality.

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